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ABSTRACT

A study was conducted to identify broad areas of concern related to the mission of Shelby State Community College (SSCC) in Memphis, Tennessee, and to compare the extent to which specific institutional goals were being carried out and ought to be carried out according to particular college constituencies. A 50-item institutional goal survey was sent to 64 administrators and 267 faculty, and a 25-item survey was sent to 268 classified personnel. Respondents were asked to assess the importance given to each goal at that time and the importance that ought to be attached to that goal at SSCC. Study findings, based on responses from 27 administrators, 70 faculty members, and 96 classified personnel, included the following: (1) the overriding concern of all three groups was to "foster a climate of mutual trust" among administrators, faculty, staff, and students; (2) for faculty and administrators combined, the goals with the greatest discrepancy between what "is" and what "ought to be" were "fostering a climate of trust," "developing an evaluation system," and staff/professional development concerns; and (3) for classified staff, "improving relations among college groups" and "developing a performance evaluation system" followed "developing mutual trust" as the areas with greatest discrepancy between perceptions of "is" and "ought to be." The bulk of the report consists of tables detailing survey results. The questionnaires are appended. (HB)

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INSTITUTIONAL GOALS SURVEY: IMPLICATIONS FOR PLANNING AT AN URBAN COMMUNITY COLLEGE

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INSTITUTIONAL GOALS SURVEY: IMPLICATIONS FOR PLANNING
AT AN URBAN COMMUNITY COLLEGE

Purpose

The purpose of the institutional goals survey was to identify general goals areas of concern related to the overall community college mission at Shelby State Community College. Institutional goals should ideally have the support of all constituencies of the college in order to optimally attain the goals. Goal areas which may need emphasis in order to gain support, cooperation, and involvement of all constituencies and components of the college may be identified. Additionally, identified goal areas may confirm the importance of established goal areas relative to the overall college mission. Identification of broad areas of concern may be particularly significant for a developing institution in a period of transition. Specific operational goals may then be developed based on the important goal areas and identification of areas of concern.

Methods

Institutional Goals surveys were sent to all administrators, faculty (both full-time and part-time), and classified personnel during the week of February 20 - 24, 1984. Two forms of the survey were developed. The faculty-administrator form included 50 institutional goals items considered important to a community college. The survey items included both general outcome and process goals. The respondents were asked to rate the items on a

scale of 1 to 5 (no importance to extremely high importance) on both how important the goal was perceived to be at the present time to how important the goal should be at Shelby State Community College (SSCC). The respondents were asked to rate the "should be" items in terms of an ideal goal rather than a realistically obtainable goal. The survey results were treated as confidential and required no identification. However, the respondents were asked to provide categorical information on role (faculty or administrator), age category, faculty rank, teaching field, and primary teaching arrangement, (full-time or part-time day or evening). Other goals or comments were also solicited in a comments section in order to obtain qualitative responses not included in the goals items. A copy of the survey is included as an appendix.

The survey was sent to 64 administrators and 267 faculty. Of these, 37 administrators and 70 faculty responded representing 57.8% and 26.2% response rates, respectively. A similar but shorter form was sent to 268 classified personnel. Of this number, there were 96 responses representing a 35.8% response rate for the classified personnel. This survey included 25 items. No identification other than personnel classification and age category were requested in order to ensure confidentiality. Comments and other suggested goals were also solicited on this form of the survey. A copy of this form is also included as an appendix. Table 1 presents the characteristics of the respondents.

T A B L E 1

Characteristics of Respondents
Administrators and Faculty N = 114

Role		Age Category		Faculty Rank	
Faculty	70	(20 - 29)	6	Instructor	16
Administrators	37	(30 - 39)	42	Assistant Professor	17
Missing	7	(40 - 49)	38	Associate Professor	30
		(50 - 59)	21	Professor	6
		(60 - over)	3	Other	6
		Missing	4		

Teaching Field		Primary Teaching Arrangement	
Biological/Physical Sciences	7	Full-time Day	49
Math/Computer Science	8	Part-time Day	14
Social Services	6	Full-time Evening	0
Liberal Arts	15	Part-time Evening	9
Fine Arts/Performing Arts	7	Other	2
Health Sciences	11	Missing	3
Business	12		
Other	4		
Missing	8		

Classified Staff N = 96

Job Category		Age Category	
Secretarial/Clerical	50	(20 - 29)	31
Operations/Maintenance	25	(30 - 39)	25
Security	9	(40 - 49)	25
Other	8	(50 - 59)	6
Missing	4	(60 - over)	3
		Missing	6

Subtotal on the categories will vary due to dual administrator/faculty appointments and non-response to the item.

Analyses

In order to determine which goals were considered most important to the respondents based on their perception of the importance of the goal at the present time and how important the goal should be, difference or discrepancy scores were calculated between the average "is" and "should be" responses. The higher the discrepancy, the greater was the perceived need to improve or establish the item as an important goal.

Average or mean scores on the "is" and "should be" items were also calculated in order to determine the respondents' perceptions of the current emphasis on the goal items at SSCC and their perceptions of how important the goal items ideally should be. Standard deviations based on the average or mean scores were calulated to indicate the relative agreement of the respondents on the item. High standard deviations indicate a greater degree of disagreement among tne respondents, whereas lower standard deviations indicate more agreement.

Separate analyses were done for faculty, administrators, combined faculty and administrators, and classified staff. The results are presented in Tables 2 through 5.

Results

The overriding concern of all three groups was to "foster a climate of mutual trust" among administrators, faculty, staff, and students. The average discrepancy score was greater than 2.0 for all groups on this item and approached a difference of 3.0 for the faculty and the combined faculty, administrator subgroups. Other goals with high discrepancies for all 3 groups

TABLE 2

Institutional Goals Survey
Administrators (N = 37)

ITEM NO	GOAL	GOAL IS MEAN	IS SD	SHOULD BE MEAN	SHOULD BE SD	DISCREPANCY
38	Foster trust among faculty/staff/adm/students	2.73	1.3981	4.89	0.3228	2.16
33	Develop system to improve staff performance	2.79	1.1112	4.39	0.8711	1.60
46	Monitoring efficiency of college operations	3.06	1.1440	4.62	0.4944	1.56
47	Provide evidence of college achieving stated goals	3.09	1.1282	4.64	0.5426	1.55
30	Provide comprehensive advice about financial aid	3.53	0.8956	4.54	0.5606	1.54
48	Provide involvement in college policy-making	2.78	1.2886	4.25	0.8742	1.47
41	Develop educational experiences for all students	3.27	1.0687	4.72	0.6146	1.45
14	Student develop concern for welfare of community	2.82	1.2107	4.24	0.7960	1.42
12	Help students set/achieve personal goals	3.12	1.1218	4.54	0.6910	1.42
13	Enhance students' feelings of self-confidence	3.12	0.9460	4.54	0.7301	1.42
25	Provide career counseling services	3.32	1.0363	4.74	0.5054	1.42
28	Operate a Job-placement service	3.29	1.1154	4.70	0.5199	1.41
26	Provide personal counseling services	2.73	1.1628	4.14	0.8870	1.41
5	Stdnt ability to synthesize knowledge from sources	2.94	0.9375	4.35	0.6332	1.41
6	Student openness to ideas/critical thinking	3.15	0.9255	4.54	0.5575	1.39
22	Enhance college's relationship with the community	3.43	1.1190	4.78	0.4847	1.35
44	Engage in systematic evaluation of programs	3.09	1.1555	4.44	0.6522	1.35
42	Involve individuals in institution decision-making	3.12	1.1112	4.44	0.6522	1.32
22	Provide support services for handicapped students	3.21	1.0949	4.51	0.6507	1.30
4	Promote the desire for self-directed learning	3.03	0.9848	4.30	0.7403	1.27
34	Provide leave/opportunities for faculty/staff	2.64	1.1942	3.89	1.0359	1.25
2	Evaluate basic skills/developmental programs	3.36	1.0252	4.59	0.6438	1.23
18	Offer occupational curricula for career programs	3.44	1.0786	4.66	0.5392	1.22
15	Student develop understanding of moral issues	2.64	1.2454	3.86	0.9900	1.22
32	Provide opportunities for professional development	2.94	0.8638	4.14	0.7983	1.20

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T A B L E 2

Institutional Goals Survey
Administrators (N = 37)

ITEM NO	GOAL	GOAL IS MEAN	IS SD	SHOULD BE MEAN	SHOULD BE SD	DISCREPANCY
7	Evaluate faculty to promote teaching effectiveness	3.47	1.1074	4.66	0.6835	1.19
17	Retrain students for new careers/Job skills	3.37	0.9103	4.56	0.6522	1.19
31	Provide health services	2.10	1.0756	3.28	1.0586	1.18
45	Accountable to funding sources for programs	3.51	1.0642	4.67	0.4781	1.16
3	Stdnts acquire skills/knowledge to live in society	3.53	0.9706	4.67	0.5855	1.14
27	Provide academic advising services	3.59	0.9250	4.70	0.4634	1.11
19	Provide developmental programs for learning styles	3.09	0.9960	4.19	1.0230	1.10
50	Include local citizens in planning programs	2.62	0.9852	3.67	1.1464	1.05
24	Work as an institution for needed changes	2.88	0.9924	3.92	0.8621	1.04
23	Work with different groups on community problems	3.21	1.1222	4.24	0.7960	1.03
20	Ensure students achieve levels of competency	3.53	0.8252	4.54	0.6496	1.01
18	Counsel students with basic skills/deficiencies	3.62	1.1014	4.62	0.6391	1.00
9	Award degree credit in non-school settings	3.00	0.7785	3.89	0.8427	0.89
43	Develop consensus on campus about college goals	3.15	0.9722	4.00	0.9562	0.85
1	Ensure stdnts achieve competencies in courses	4.05	0.8262	4.86	0.4245	0.81
8	Provide learning opportunities to adults	3.82	0.9683	4.59	0.6438	0.77
10	Stdnt develop appreciation of variety of art forms	2.92	0.7535	3.64	0.8669	0.72
37	New approaches to evaluate/grade stdnt performance	3.00	1.1640	3.69	1.1574	0.69
11	Provide exposure to nonwestern art and literature	2.49	0.8337	3.16	0.8665	0.67
36	New approaches to individualized instruction	3.22	0.9064	3.89	0.9001	0.67
35	Develop procedures for initiating curricular	3.49	0.8704	4.14	0.8669	0.65
2	Prepare students for more advanced study	3.50	0.8106	4.14	0.7232	0.64
39	Protect faculty rights to present ideas in class	3.42	0.9692	3.88	0.9460	0.46
49	Excel in intercollegiate athletics	3.38	0.8881	2.97	0.8699	0.41
40	Ensure faculty/stdnts choice of own life-styles	3.16	1.1283	3.50	1.3085	0.34

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TABLE 3

Institutional Goals Survey
Faculty (N = 70)

ITEM NO	GOAL	GOAL IS MEAN	IS SD	SHOULD BE MEAN	SHOULD BE SD	DISCREPANCY
38	Foster trust among faculty/staff/ads/students	1.97	1.0146	4.66	0.5870	2.69
34	Provide leave/opportunities for faculty/staff	2.08	1.0857	4.16	0.8681	2.08
33	Develop system to improve staff performance	2.34	1.1221	4.33	0.7796	1.99
48	Provide involvement in college policy-making	2.41	1.0260	4.28	0.8784	1.87
6	Student openness to ideas/critical thinking	2.67	0.9170	4.43	0.8089	1.76
32	Provide opportunities for professional development	2.50	1.0115	4.25	0.7747	1.75
43	Develop consensus on campus about college goals	2.42	1.0442	4.13	0.9313	1.71
42	Involve individuals in institution decision-making	2.41	0.8732	4.07	0.7974	1.66
46	Monitoring efficiency of college operations	2.71	1.0069	4.26	0.7359	1.55
5	Stdnt ability to synthesize knowledge from Sources	2.76	1.0164	4.26	0.7554	1.50
4	Promote the desire for self-directed learning	2.74	0.9899	4.24	0.8064	1.50
35	Develop procedures for initiating curricular	2.67	1.0626	4.14	0.8146	1.47
47	Provide evidence of college achieving stated goals	2.71	0.9301	4.13	0.8269	1.42
39	Protect faculty rights to present ideas in class	2.67	1.0912	4.06	0.9355	1.39
14	Student develop concern for welfare of community	2.58	0.9167	3.96	0.8586	1.38
27	Provide academic advising services	3.01	0.9392	4.36	0.7027	1.33
44	Engage in systematic evaluation of programs	2.74	1.0043	4.06	0.8381	1.32
25	Provide career counseling services	3.00	0.8810	4.32	0.7811	1.32
15	Student develop understanding of moral issues	2.36	0.9490	3.67	1.3725	1.31
13	Enhance students' feelings of self-confidence	3.06	1.0507	4.36	0.8171	1.30
28	Operate a Job-placement service	2.84	0.9378	4.13	0.8834	1.29
12	Help students set/achieve personal goals	2.99	0.9127	4.27	0.8151	1.28
3	Stdnts acquire skills/knowledge to live in society	3.21	1.0806	4.47	0.7750	1.26
26	Provide personal counseling services	2.64	0.9955	3.87	0.9987	1.23
31	Provide health services	1.87	0.9587	3.09	1.1331	1.22

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TABLE 3

Institutional Goals Survey
Faculty (N = 70)

ITEM NO	GOAL	GOAL IS MEAN	IS SD	SHOULD BE MEAN	SHOULD BE SD	DISCREPANCY
41	Develop educational experiences for all students	3.14	0.9334	4.26	0.8686	1.12
37	New approaches to evaluate/grade stdnt performance	2.57	1.0184	3.67	1.0456	1.10
7	Evaluate faculty to promote teaching effectiveness	3.12	1.2735	4.22	0.9832	1.10
2	Prepare students for more advanced study	3.11	1.0540	4.13	0.8151	1.02
22	Enhance college's relationship with the community	3.35	0.9890	4.35	0.7636	1.00
23	Work with different groups on community problems	2.98	0.9762	3.91	1.0674	0.93
21	Evaluate basic skills/developmental programs	3.23	1.0502	4.15	0.8573	0.92
40	Ensure faculty/stdnts choice of own life-styles	2.87	1.0000	3.79	0.9930	0.92
36	New approaches to individualized instruction	2.90	1.0809	3.81	0.8450	0.91
29	Provide support services for handicapped students	2.89	0.8793	3.80	0.9327	0.91
45	Accountable to funding sources for programs	3.09	0.9455	4.00	0.8044	0.91
20	Ensure students achieve levels of competency	3.45	0.9795	4.32	0.8134	0.87
50	Include local citizens in planning programs	2.72	0.9603	3.54	0.8883	0.82
17	Retrain students for new careers/job skills	3.46	0.8932	4.27	0.8033	0.81
18	Counsel students with basic skills/deficiencies	3.50	0.8987	4.25	0.8297	0.75
10	Stdnt develop appreciation of variety of art forms	2.72	0.7397	3.47	0.8889	0.75
1	Ensure stdnts achieve competencies in courses	3.84	0.9955	4.59	0.8677	0.75
16	Offer occupational curricula for career programs	3.64	0.8995	4.34	0.7844	0.70
30	Provide comprehensive advice about financial aid	3.31	1.0182	3.97	0.8740	0.66
19	Provide developmental programs for learning styles	3.15	0.8854	3.80	0.9006	0.65
24	Work as an institution for needed changes	2.71	0.9957	3.35	1.1941	0.64
8	Provide learning opportunities to adults	3.94	0.9907	4.36	0.7727	0.42
11	Provide exposure to nonwestern art and literature	2.63	0.8787	3.03	0.9349	0.40
9	Award degree credit in non-school settings	2.98	0.8636	3.37	0.9289	0.39
49	Excel in intercollegiate athletics	3.34	0.8970	3.04	1.1255	0.30

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TABLE 4

Institutional Goals Survey
Faculty and Administrators (N = 114)

ITEM NO	GOAL	GOAL IS MEAN	IS SD	SHOULD BE MEAN	SHOULD BE SD	DISCREPANCY
38	Foster trust among faculty/staff/adm/students	2.16	1.2204	4.77	0.4441	2.5960
33	Develop system to improve staff performance	2.48	1.1081	4.37	0.7997	1.9490
34	Provide leave/opportunities for faculty/staff	2.20	1.1303	4.07	0.9478	1.8673
48	Provide involvement in college policy-making	2.50	1.1144	4.32	0.8157	1.7978
6	Student openness to ideas/critical thinking	2.82	0.9378	4.49	0.7316	1.6667
32	Provide opportunities for professional development	2.59	0.9722	4.23	0.7787	1.6429
42	Involve individuals in institution decision-making	2.61	1.0091	4.20	0.8443	1.5833
46	Monitoring efficiency of college operations	2.80	1.0625	4.39	0.6863	1.5625
5	Stdnt ability to synthesize knowledge from sources	2.81	0.9870	4.34	0.6745	1.5149
4	Promote the desire for self-directed learning	2.82	0.9991	4.32	0.7473	1.4902
47	Provide evidence of college achieving stated goals	2.83	1.0175	4.32	0.7823	1.4839
43	Develop consensus on campus about college goals	2.63	1.0928	4.10	0.9398	1.4742
14	Student develop concern for welfare of community	2.61	1.0382	4.06	0.8884	1.4242
25	Provide career counseling services	3.08	0.9194	4.48	0.7119	1.3980
12	Help students set/achieve personal goals	2.97	0.9742	4.36	0.7921	1.3861
28	Operate a job-placement service	2.98	0.9895	4.35	0.9895	1.3838
13	Enhance students' feelings of self-confidence	3.04	0.9992	4.41	0.8004	1.3564
15	Student develop understanding of moral issues	2.44	1.0405	3.76	1.0927	1.3438
44	Engage in systematic evaluation of programs	2.86	1.0723	4.18	0.8013	1.3021
3	Stdnts acquire skills/knowledge to live in society	3.28	1.0518	4.56	0.7182	1.2843
41	Develop educational experiences for all students	3.17	0.9791	4.47	0.7498	1.2784
35	Develop procedures for initiating curricular	2.95	1.0660	4.16	0.8174	1.2708
27	Provide academic advising services	3.19	0.9549	4.47	0.6342	1.2525
7	Evaluate faculty to promote teaching effectiveness	3.19	1.2366	4.38	0.9195	1.2143
26	Provide personal counseling services	2.68	1.0481	3.91	0.9810	1.2100

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TABLE 4

Institutional Goals Survey
Faculty and Administrators (N = 114)

ITEM NO	GOAL	GOAL IS MEAN	IS SD	SHOULD BE MEAN	SHOULD BE SD	DISCREPANCY
22	Enhance college's relationship with the community	3.31	1.0388	4.50	0.7088	1.2079
31	Provide health services	1.91	0.9849	3.13	1.1379	1.1789
39	Protect faculty rights to present ideas in class	2.91	1.1098	3.98	0.9742	1.0543
29	Provide support services for handicapped students	3.00	0.9476	4.06	0.9075	1.0505
23	Work with different groups on community problems	2.99	1.0251	4.05	0.9699	1.0505
21	Evaluate basic skills/developmental programs	3.24	1.0386	4.31	0.8134	1.0417
45	Accountable to funding sources for programs	3.18	1.0052	4.20	0.8051	1.0104
50	Include local citizens in planning programs	2.65	0.9536	3.61	1.0023	1.0000
37	New approaches to evaluate/grade stdnt performance	2.69	1.0544	3.68	1.0684	0.9691
20	Ensure students achieve levels of competency	3.43	0.9165	4.40	0.7671	0.9592
36	New approaches to individualized instruction	2.96	1.0145	3.89	0.8314	0.9588
17	Retrain students for new careers/job skills	3.43	0.8956	4.34	0.7574	0.9200
2	Prepare students for more advanced study	3.21	0.9666	4.08	0.7822	0.8627
16	Offer occupational curricula for career programs	3.58	0.9554	4.43	0.7085	0.8557
18	Counsel students with basic skills/deficiencies	3.51	0.9655	4.38	0.7848	0.8515
24	Work as an institution for needed changes	2.73	0.9844	3.57	1.0773	0.8354
30	Provide comprehensive advice about financial aid	3.39	0.9795	4.20	0.8051	0.8182
19	Provide developmental programs for learning styles	3.11	0.9044	3.94	0.9789	0.8100
1	Ensure stdnts achieve competencies in courses	3.90	0.9435	4.66	0.7652	0.7857
10	Stdnt develop appreciation of variety of art forms	2.78	0.7634	3.56	0.9119	0.7653
40	Ensure faculty/stdnts choice of own life-styles	2.94	1.0815	3.73	1.1088	0.7634
9	Award degree credit in non-school settings	2.95	0.8497	3.57	0.9355	0.6667
11	Provide exposure to nonwestern art and literature	2.51	0.8857	3.09	0.9299	0.6000
8	Provide learning opportunities to adults	3.89	0.9534	4.14	0.7351	0.5900
49	Excel in intercollegiate athletics	3.39	0.9309	3.60	2.0000	0.3878

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TABLE 5

Institutional Goals Survey
Classified (N = 96)

ITEM NO	GOAL	GOAL IS MEAN	IS SD	SHOULD BE MEAN	SHOULD BE 2SD	DISCREPANCY
16	Develop trust between faculty/staff/adm/stdnts	2.76	1.3134	4.65	0.7819	2.2203
25	Improve relations between faculty/staff/adm/stdnts	2.87	1.3488	4.62	0.6513	2.0000
19	Develop performance evaluation system	3.05	1.2207	4.62	0.6382	1.7931
24	Help staff/stdnt set/achieve personal goals	3.03	1.2671	4.45	0.7433	1.6964
5	Help stdnts develop feelings of self-confidence	3.19	1.2456	4.53	0.7263	1.6207
22	Provide evidence of college achieving stated goals	3.32	1.2299	4.63	0.7076	1.5614
23	Improve efficiency of college operations	3.41	1.2178	4.65	0.6466	1.5000
20	Develop new methods of teaching	3.30	1.1081	4.46	0.7282	1.4364
15	Provide funding/leave time for faculty/staff	3.23	1.1698	4.49	0.7387	1.4259
6	Help stdnts develop appreciation of other cultures	2.90	1.1030	4.10	0.8074	1.3860
9	Offer vocational/career programs	3.29	1.1886	4.54	0.6465	1.3818
17	Involve staff/stdnts in cultural activities	3.00	1.1127	4.14	0.8563	1.3509
14	Operate a health service	2.77	1.2936	4.06	1.0400	1.2642
21	Develop new approaches for grading students	2.95	1.1318	4.06	0.9459	1.2593
10	Improve college's relations with community	3.41	1.1310	4.49	0.7153	1.2222
3	Opportunities for life-long learning for adults	3.68	0.9713	4.56	0.6650	1.1852
8	Provide training for new careers/job-skills	3.66	1.0470	4.74	0.5140	1.1818
12	Operate a job placement service	3.71	1.1726	4.60	0.6337	1.1455
11	Provide counseling/advising services	3.82	1.0720	4.62	0.6012	1.1071
13	Provide financial aid information/assistance	3.70	1.2062	4.51	0.6934	1.0741
7	Provide skills/studies for students in need	3.88	1.0783	4.74	0.4684	1.0179
2	Prepare students for more advanced study	3.67	0.9953	4.55	0.6593	1.0800
4	Course credit for learning in non-school settings	3.15	0.9616	4.01	1.0181	0.8704
1	Provide students with knowledge/academic skills	4.07	0.8044	4.77	0.5308	0.8246
18	Excel in intercollegiate athletics	3.55	0.9525	3.95	0.9283	0.4464

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were concerned with the issues of establishing a system to improve staff performance, providing evidence of achieving stated goals of the college, monitoring efficiency of college operations, and staff development concerns. Intercollegiate athletics was of least concern to all three major subgroups.

As would be expected the "should be" or ideal goals had higher means than did the "is" goals. There was greater agreement on which goals "should be" important than on the current or "is" goals. This result is perhaps an indication that it is easier to decide what goals should be important, and partially that many respondents may not have knowledge of, or an understanding of how important the goal currently "is". All discrepancies are based on perceptions of the respondents, but do provide indicators of concerns of importance.

Combined Faculty and Administrators

The goal area on which more responses indicated a difference between what is and what should be the goal were fostering a climate of trust, developing an evaluation system, and staff/professional development concerns. However, examination of the "should be" or ideal goals by the highest means indicate that following "fostering a climate of trust", other concerns of a more academic nature emerged, such as student academic and career development and the provision of programs and services to students. This group perceived the following as currently most important: providing learning opportunities to adults (3.89), offering occupational curricula for career programs (3.58) and counseling students with basic skills deficiencies (3.51). Pro-

viding health services (1.91) and fostering a climate of trust (2.16) had the lowest averages of the current or "is" goals. The results of the combined group are presented in Table 4.

Faculty

The faculty perceived the greatest discrepancies to be between fostering a climate of trust, providing leave or sabbatical opportunities, developing a system-wide performance evaluation, and providing for more significant involvement of qualified others in college policy-making. Examination of the ideal perceived goals indicate that faculty consider student development, and provision and evaluation of programs and services, as well as enhancing the college's relationship with the community as important ($\geq$4.00) ideal goals. The faculty also indicate that goals emphasizing basic skills competencies, and providing educational opportunities as being currently important ($\geq$ 3.00), as well as faculty and program evaluation. Results are presented in Table 3.

Administrators

SSCC administrators view the greatest discrepancies between ideal and current goals as being in the areas of fostering a climate of trust, development of system-wide evaluation, monitoring efficiency of college operations, and providing evidence of the college achieving stated goals. Areas of important emphasis on the ideal goals ($\geq$4.5) included items related to overall student development, provision of programs and services to ensure basic competencies, program and faculty evaluation, and accountability. Essentially, administrators view these same areas as cur-

rently important institutional goals (≥3.5). Detailed results are presented in Table 2.

Classified Staff

The three major goals areas of concern to the classified staff, based on the discrepancy scores, were developing mutual trust between administrators, faculty, staff, and students, improving the relations between these groups, and developing a performance evaluation system. Following closely were concerns with setting and achieving personal goals, helping students develop feelings of self-confidence, providing evidence of achievement of stated college goals, and improved efficiency of college operations. The classified staff viewed the perceived currently important goals as providing opportunities and services to students as well as intercollegiate athletics (≥3.5). The highest perceived ideal goal based on classified staff responses would be to provide academic training and services to students. Results are presented in Table 5.

The goal items were sorted by currently important (IS) goals and ideally important (SHOULD BE) goals for the combined faculty/administrators, administrators, faculty, and classified staff. The items were sorted by highest mean on the item and are presented in the appendices.

Findings and Conclusions

The goals survey was designed to identify general process and outcome goals in order to identify more specific general goal areas of concern to the faculty, administrators and staff at SSCC. Some specific areas of concern to all three groups were

identified.

The overriding concern of all three classification categories was the need to foster a climate of mutual trust, respect, and openness among faculty, staff, students, and administrators. This finding suggests that more communication and interaction between these groups may lead to a feeling of more involvement in implementing institutional goals. Other general areas of concern were the establishment of a systematic performance evaluation system, the need for staff development programs, and accountability concerns relative to providing evidence of achieving goals and the monitoring and reporting of college operations.

The combined faculty/administrators analysis suggested that areas needing attention were developing a climate of trust, developing an evaluation system, and provisions for staff development. Other ideal goal areas of a general academic nature were the academic and career development needs of students and the provision of programs and services to meet these needs.

The analysis of faculty respondents reflected, in addition to the above, a need for more significant involvement in college policy-making, provision for leave or sabbatical opportunities, and enhancing the college's relationship with the community.

Analysis of only administrator's responses, in addition to fostering a climate of trust, the academic concerns, and developing an evaluation system, suggested concerns of accountability and management effectiveness.

The classified staff analysis, in addition to developing trust and improving interpersonal re[illegible]ns among faculty, staff,

students, and administrators, and developing a fair evaluation system were for: setting and achieving personal goals, helping students develop self-confidence, and improving efficiency of college operations.

"Communication" and "incentive programs" were the key concerns identified in the qualitative portion of the classified staff personnel survey. "Faculty morale" relative to evaluation methods, salary, safety and working conditions, time, and communication was the central issue in the faculty/administrator qualitative section.

Recommendations

The need for improved communication between the administrators, faculty, and staff is the most important underlying area of concern based on these survey results. A comprehensive staff/faculty development program which incorporates communication and interaction should be implemented to promote a positive sense of direction. Action should include steps to provide a greater sense of involvement of all personnel in developing and supporting institutional goals.

APPENDIX A
Institutional Goals Survey
Faculty and Administrators (N = 114)
Sorted by Current (IS) Goal

ITEM NO	GOAL	GOAL IS MEAN	IS SD
1	Ensure stdnts achieve competencies in courses	3.90	0.9435
8	Provide learning opportunities to adults	3.89	0.9534
16	Offer occupational curricula for career programs	3.58	0.9554
18	Counsel students with basic skills/deficiencies	3.51	0.9655
17	Retrain students for new careers/job skills	3.43	0.8956
20	Ensure students achieve levels of competency	3.43	0.9165
30	Provide comprehensive advice about financial aid	3.39	0.9795
49	Excel in intercollegiate athletics	3.39	0.9309
22	Enhance college's relationship with the community	3.31	1.0388
3	Stdnts acquire skills/knowledge to live in society	3.28	1.0518
21	Evaluate basic skills/developmental programs	3.24	1.0386
2	Prepare students for more advanced study	3.21	0.9666
7	Evaluate faculty to promote teaching effectiveness	3.19	1.2366
27	Provide academic advising services	3.19	0.9549
45	Accountable to funding sources for programs	3.18	1.0052
41	Develop educational experiences for all students	3.17	0.9791
19	Provide developmental programs for learning styles	3.11	0.9044
25	Provide career counseling services	3.08	0.9194
13	Enhance students' feelings of self-confidence	3.04	0.9992
29	Provide support services for handicapped students	3.00	0.9476
23	Work with different groups on community problems	2.99	1.0251
28	Operate a job-placement service	2.98	0.9895
12	Help students set/achieve personal goals	2.97	0.9742
36	New approaches to individualized instruction	2.96	1.0145

APPENDIX A
Institutional Goals Survey
Faculty and Administrators (N = 114)
Sorted by Current (IS) Goal

ITEM NO	GOAL	GOAL IS MEAN	IS SD
9	Award degree credit in non-school settings	2.95	0.8497
40	Ensure faculty/stdnts choice of own life-styles	2.94	1.0815
39	Protect faculty rights to present ideas in class	2.91	1.1098
44	Engage in systematic evaluation of programs	2.86	1.0723
35	Develop procedures for initiating curricular	2.85	1.0660
47	Provide evidence of college achieving stated goals	2.83	1.0175
6	Student openness to ideas/critical thinking	2.82	0.9378
4	Promote the desire for self-directed learning	2.82	0.9991
5	Stdnt ability to synthesize knowledge from sources	2.81	0.9870
46	Monitoring efficiency of college operations	2.80	1.0625
10	Stdnt develop appreciation of variety of art forms	2.78	0.7634
24	Work as an institution for needed changes	2.73	0.9844
37	New approaches to evaluate/grade stdnt performance	2.69	1.0544
26	Provide personal counseling services	2.68	1.0481
50	Include local citizens in planning programs	2.65	0.9536
43	Develop consensus on campus about college goals	2.63	1.0928
42	Involve individuals in institution decision-making	2.61	1.0091
14	Student develop concern for welfare of community	2.61	1.0382
32	Provide opportunities for professional development	2.59	0.9722
11	Provide exposure to nonwestern art and literature	2.51	0.8857
48	Provide involvement in college policy-making	2.50	1.1144
15	Student develop understanding of moral issues	2.44	1.0405
33	Develop system to improve staff performance	2.43	1.1081
34	Provide leave/opportunities for faculty/staff	2.20	1.1303

ITEM NO	GOAL	GOAL IS MEAN	IS SD
38	Foster trust among faculty/staff/adm/students	2.16	1.2284
31	Provide health services	1.91	0.9849

APPENDIX B
Institutional Goals Survey
Faculty and Administrators (N = 114)
Sorted by Ideal (SHOULD BE) Goal

ITEM NO	GOAL	SHOULD BE MEAN	SHOULD BE SD
38	Foster trust among faculty/staff/adm/students	4.77	0.4441
1	Ensure stdnts achieve competencies in courses	4.66	0.7652
3	Stdnts acquire skills/knowledge to live in society	4.56	0.7182
22	Enhance college's relationship with the community	4.50	0.7088
6	Student openness to ideas/critical thinking	4.49	0.7316
25	Provide career counseling services	4.48	0.7119
41	Develop educational experiences for all students	4.47	0.7498
27	Provide academic advising services	4.47	0.6342
8	Provide learning opportunities to adults	4.44	0.7351
16	Offer occupational curricula for career programs	4.43	0.7085
13	Enhance students' feelings of self-confidence	4.41	0.8004
20	Ensure students achieve levels of competency	4.40	0.7671
46	Monitoring efficiency of college operations	4.39	0.6863
18	Counsel students with basic skills/deficiencies	4.38	0.7848
7	Evaluate faculty to promote teaching effectiveness	4.38	0.9195
33	Develop system to improve staff performance	4.37	0.7997
12	Help students set/achieve personal goals	4.36	0.7921
28	Operate a job-placement service	4.35	0.9895
5	Stdnt ability to synthesize knowledge from sources	4.34	0.6745
17	Retrain students for new career/job skills	4.34	0.7574
4	Promote the desire for self-directed learning	4.32	0.7473
47	Provide evidence of college achieving stated goals	4.32	0.7823
48	Provide involvement in college policy-making	4.32	0.8157
21	Evaluate basic skills/developmental programs	4.31	0.8134

ITEM NO	GOAL	SHOULD BE MEAN	SHOULD BE SD
32	Provide opportunities for professional development	4.23	0.7787
30	Provide comprehensive advice about financial aid	4.20	0.8051
45	Accountable to funding sources for programs	4.20	0.8051
42	Involve individuals in institution decision-making	4.20	0.8443
44	Engage in systematic evaluation of programs	4.18	0.8013
35	Develop procedures for initiating curricular	4.16	0.8174
43	Develop consensus on campus about college goals	4.10	0.9398
2	Prepare students for more advanced study	4.08	0.7822
34	Provide leave/opportunities for faculty/staff	4.07	0.9478
29	Provide support services for handicapped students	4.06	0.9075
14	Student develop concern for welfare of community	4.06	0.8884
23	Work with different groups on community problems	4.05	0.9699
39	Protect faculty rights to present ideas in class	3.98	0.9742
19	Provide developmental programs for learning styles	3.94	0.9789
26	Provide personal counseling services	3.91	0.9810
36	New approaches to individualized instruction	3.89	0.8314
15	Student develop understanding of moral issues	3.76	1.0927
40	Ensure faculty/stdnts choice of own life-styles	3.73	1.1088
37	New approaches to evaluate/grade stdnt performance	3.68	1.0684
50	Include local citizens in planning programs	3.61	1.0023
24	Work as an institution for needed changes	3.57	1.0773
9	Award degree credit in non-school settings	3.57	0.9355
10	Stdnt develop appreciation of variety of art forms	3.56	0.9119
31	Provide health services	3.13	1.1379

ITEM NO	GOAL	SHOULD BE MEAN	SHOULD BE SD
11	Provide exposure to nonwestern art and literature	3.09	0.9299
49	Excel in intercollegiate athletics	3.00	2.0000

APPENDIX C
Institutional Goals Survey
Administrators (N=37)
Sorted by Current (IS) Goal

ITEM NO	GOAL	GOAL IS MEAN	IS SD
1	Ensure students achieve competencies in courses	4.05	0.8262
8	Provide learning opportunities to adults	3.82	0.9683
18	Counsel students with basic skills/deficiencies	3.62	1.1014
27	Provide academic advising services	3.59	0.9250
30	Provide comprehensive advice about financial aid	3.53	0.8956
20	Ensure students achieve levels of competency	3.53	0.8232
3	Students acquire skills/knowledge to live in society	3.53	0.9706
45	Accountable to funding sources for programs	3.51	1.0642
2	Prepare students for more advanced study	3.50	0.8106
35	Develop procedures for initiating curricular	3.49	0.8704
7	Evaluate faculty to promote teaching effectiveness	3.47	1.1074
16	Offer occupational curricula for career programs	3.44	1.0785
22	Enhance college's relationship with the community	3.43	1.1190
39	Protect faculty rights to present ideas in class	3.42	0.9692
49	Excel in intercollegiate athletics	3.38	0.8881
17	Retrain students for new careers/job skills	3.37	0.9183
21	Evaluate basic skills/developmental programs	3.36	1.0252
25	Provide career counseling services	3.32	1.0363
28	Operate a job-placement service	3.29	1.1154
41	Develop educational experiences for all students	3.27	1.0687
36	New approaches to individualized instruction	3.22	0.9864
23	Work with different groups on community problems	3.21	1.1222
29	Provide support services for handicapped students	3.21	1.0949
40	Ensure faculty/students choice of own life-styles	3.16	1.1283

APPENDIX C
Institutional Goals Survey
Administrators (N=37)
Sorted by Current (IS) Goal

ITEM NO	GOAL	GOAL IS MEAN	IS SD
43	Develop consensus on campus about college goals	3.15	0.9722
6	Student openness to ideas/critical thinking	3.15	0.9255
42	Involve individuals in institution decision-making	3.12	1.1112
12	Help students set/achieve personal goals	3.12	1.1218
13	Enhance students' feelings of self-confidence	3.12	0.9460
44	Engage in systematic evaluation of programs	3.09	1.1535
19	Provide developmental programs for learning styles	3.09	0.9960
47	Provide evidence of college achieving stated goals	3.09	1.1282
46	Monitoring efficiency of college operations	3.06	1.1440
4	Promote the desire for self-directed learning	3.03	0.9848
37	New approaches to evaluate/grade student performance	3.00	1.1640
9	Award degree credit in non-school settings	3.00	0.7785
32	Provide opportunities for professional development	2.94	0.8638
5	Student ability to synthesize knowledge from sources	2.94	0.9375
10	Student develop appreciation of variety of art forms	2.92	0.7535
24	Work as an institution for needed changes	2.88	0.9924
14	Student develop concern for welfare of community	2.82	1.2107
33	Develop system to improve staff performance	2.79	1.1112
48	Provide involvement in college policy-making	2.78	1.2886
26	Provide personal counseling services	2.73	1.1628
38	Foster trust among faculty/staff/adm/students	2.73	1.3981
34	Provide leave/opportunities for faculty/staff	2.64	1.1942
15	Student develop understanding of moral issues	2.64	1.2454
50	Include local citizens in planning programs	2.62	0.9852

APPENDIX C
Institutional Goals Survey
Administrators (N=37)
Sorted by Current (IS) Goal

ITEM NO	GOAL	GOAL IS MEAN	IS SD
11	Provide exposure to nonwestern art and literature	2.49	0.8337
31	Provide health services	2.10	1.0756

APPENDIX D
Institutional Goals Survey
Administrators (N=37)
Sorted by Ideal (SHOULD BE) Goal

ITEM NO	GOAL	SHOULD BE MEAN	SHOULD BE SD
38	Foster trust among faculty/staff/adm/students	4.89	0.3228
1	Ensure students achieve competencies in courses	4.86	0.4245
22	Enhance college's relationship with the community	4.78	0.4847
25	Provide career counseling services	4.74	0.5054
41	Develop educational experiences for all students	4.72	0.6146
27	Provide academic advising services	4.70	0.4634
28	Operate a job-placement service	4.70	0.5199
3	Students acquire skills/knowledge to live in society	4.67	0.5855
45	Accountable to funding sources for programs	4.67	0.4781
7	Evaluate faculty to promote teaching effectiveness	4.66	0.6835
16	Offer occupational curricula for career programs	4.66	0.5392
47	Provide evidence of college achieving state goals	4.64	0.5426
18	Counsel students with basic skills/deficiencies	4.62	0.6391
46	Monitoring efficiency of college operations	4.62	0.4944
8	Provide learning opportunities to adults	4.59	0.6438
21	Evaluate basic skills/developmental programs	4.59	0.6438
17	Retrain students for new careers/job skills	4.56	0.6522
30	Provide comprehensive advice about financial aid	4.54	0.5686
6	Student openness to ideas/critical thinking	4.54	0.5575
13	Enhance students' feelings of self-confidence	4.54	0.7301
12	Help students set/achieve personal goals	4.54	0.6910
20	Ensure students achieve levels of competency	4.54	0.6496
29	Provide support services for handicapped students	4.51	0.6507
42	Involve individuals in institution decision-making	4.44	0.6522

APPENDIX D
Institutional Goals Survey
Administrators (N=37)
Sorted by Ideal (SHOULD BE) Goal

ITEM NO	GOAL	SHOULD BE MEAN	SHOULD BE SD
44	Engage in systematic evaluation of programs	4.44	0.6522
33	Develop system to improve staff performance	4.39	0.8711
5	Student ability to synthesize knowledge from sources	4.35	0.6332
4	Promote the desire for self-directed learning	4.30	0.7483
48	Provide involvement in college policy-making	4.25	0.8742
14	Student develop concern for welfare of community	4.24	0.7960
23	Work with different groups on community problems	4.24	0.7960
19	Provide developmental programs for learning styles	4.19	1.0230
26	Provide personal counseling services	4.14	0.8870
32	Provide opportunities for professional development	4.14	0.7983
35	Develop procedures for initiating curricular	4.14	0.8669
2	Prepare students for more advanced study	4.14	0.7232
43	Develop consensus on campus about college goals	4.00	0.9562
24	Work as an institution for needed changes	3.92	0.8621
36	New approaches to individualized instruction	3.89	0.9001
34	Provide leave/opportunities for faculty/staff	3.89	1.0359
9	Award degree credit in non-school settings	3.89	0.8427
39	Protect faculty rights to present ideas in class	3.88	0.9460
15	Student develop understanding of moral issues	3.86	0.9900
37	New approaches to evaluate/grade student performance	3.69	1.1574
50	Include local citizens in planning programs	3.67	1.1464
10	Student develop appreciation of variety of art forms	3.64	0.8669
40	Ensure faculty/students choice of own life-styles	3.50	1.3085
31	Provide health services	3.28	1.0586

APPENDIX D
Institutional Goals Survey
Administrators (N=37)
Sorted by Ideal (SHOULD BE) Goal

ITEM NO	GOAL	SHOULD BE MEAN	SHOULD BE SD
11	Provide exposure to nonwestern art and literature	3.16	0.8665
49	Excel in intercollegiate athletics	2.97	0.8699

APPENDIX E
Institutional Goals Survey
Faculty (N=70)
Sorted by Current (IS) Goal

ITEM NO	GOAL	GOAL IS MEAN	IS SD
8	Provide learning opportunities to adults	3.94	0.9987
1	Ensure students achieve competencies in courses	3.84	0.9955
16	Offer occupational curricula for career programs	3.64	0.8995
18	Counsel students with basic skills/deficiencies	3.50	0.8987
17	Retrain students for new careers/job skills	3.46	0.8932
20	Ensure students achieve levels of competency	3.45	0.9795
22	Enhance college's relationship with the community	3.35	0.9890
49	Excel in intercollegiate athletics	3.34	0.8970
30	Provide comprehensive advice about financial aid	3.31	1.0182
21	Evaluate basic skills/developmental programs	3.23	1.0582
3	Students acquire skills/knowledge to live in society	3.21	1.0806
19	Provide developmental programs for learning styles	3.15	0.8854
41	Develop educational experiences for all students	3.14	0.9334
7	Evaluate faculty to promote teaching effectiveness	3.12	1.2735
2	Prepare students for more advanced study	3.11	1.0540
45	Accountable to funding sources for programs	3.09	0.9455
13	Enhance students' feelings of self-confidence	3.06	1.0507
27	Provide academic advising services	3.01	0.9392
25	Provide career counseling services	3.00	0.8810
12	Help students set/achieve personal goals	2.99	0.9127
23	Work with different groups on community problems	2.98	0.9762
9	Award degree credit in non-school settings	2.98	0.8636
36	New approaches to individualized instruction	2.90	1.0809
29	Provide support services for handicapped students	2.89	0.8793

APPENDIX E
Institutional Goals Survey
Faculty (N=70)
Sorted by Current (IS) Goal

ITEM NO	GOAL	GOAL IS MEAN	IS SD
40	Ensure faculty/students choice of own life-styles	2.87	1.0000
28	Operate a job-placement service	2.84	0.9378
5	Student ability to synthesize knowledge from sources	2.76	1.0164
4	Promote the desire for self-directed learning	2.74	0.9899
44	Engage in systematic evaluation of programs	2.74	1.0043
50	Include local citizens in planning programs	2.72	0.9603
10	Student develop appreciation of variety of art forms	2.72	0.7397
46	Monitoring efficiency of college operations	2.71	1.0069
47	Provide evidence of college achieving stated goals	2.71	0.9301
24	Work as an institution for needed changes	2.71	0.9957
39	Protect faculty rights to present ideas in class	2.67	1.0912
6	Student openness to ideas/critical thinking	2.67	0.9170
35	Develop procedures for initiating curricular	2.67	1.0626
26	Provide personal counseling services	2.64	0.9955
11	Provide exposure to nonwestern art and literature	2.63	0.8787
14	Student develop concern for welfare of community	2.58	0.9167
37	New approaches to evaluate/grade student performance	2.57	1.0184
32	Provide opportunities for professional development	2.50	1.0115
43	Develop consensus on campus about college goals	2.42	1.0442
42	Involve individuals in institution decision-making	2.41	0.8732
48	Provide involvement in college policy-making	2.41	1.0260
15	Student develop understanding of moral issues	2.36	0.9490
33	Develop system to improve staff performance	2.34	1.1221
34	Provide leave/opportunities for faculty/staff	2.08	1.0857

APPENDIX F
Institutional Goals Survey
Faculty (N=70)
Sorted by Ideal (SHOULD BE) Goal

ITEM NO	GOAL	SHOULD BE MEAN	SHOULD BE SD
38	Foster trust among faculty/staff/adm/students	4.66	0.5870
1	Ensure students achieve competencies in courses	4.59	0.8677
3	Students acquire skills/knowledge to live in society	4.47	0.7758
6	Student openness to ideas/critical thinking	4.43	0.8089
8	Provide learning opportunities to adults	4.36	0.7727
27	Provide academic advising services	4.36	0.7027
13	Enhance students' feelings of self-confidence	4.36	0.8171
22	Enhance college's relationship with the community	4.35	0.7636
16	Offer occupational curricula for career programs	4.34	0.7844
33	Develop system to improve staff performance	4.33	0.7796
25	Provide career counseling services	4.32	0.7811
20	Ensure students achieve levels of competency	4.32	0.8134
48	Provide involvement in college policy-making	4.28	0.8784
17	Retrain students for new careers/job skills	4.27	0.8033
12	Help students set/achieve personal goals	4.27	0.8151
41	Develop educational experiences for all students	4.26	0.8686
5	Student ability to synthesize knowledge from sources	4.26	0.7554
46	Monitoring efficiency of college operations	4.26	0.7359
18	Counsel students with basic skills/deficiencies	4.25	0.8297
32	Provide opportunities for professional development	4.25	0.7747
4	Promote the desire for self-directed learning	4.24	0.8064
7	Evaluate faculty to promote teaching effectiveness	4.22	0.9832
34	Provide leave/opportunities for faculty/staff	4.16	0.8681
21	Evaluate basic skills/developmental programs	4.15	0.8573

APPENDIX F
Institutional Goals Survey
Faculty (N=70)
Sorted by Ideal (SHOULD BE) Goal

ITEM NO	GOAL	SHOULD BE MEAN	SHOULD BE SD
35	Develop procedures for initiating curricular	4.14	0.8146
47	Provide evidence of college achieving stated goals	4.13	0.8269
28	Operate a job-placement service	4.13	0.8834
2	Prepare students for more advanced study	4.13	0.8151
43	Develop consensus on campus about college goals	4.13	0.9313
42	Involve individuals in institution decision-making	4.07	0.7974
39	Protect faculty rights to present ideas in class	4.06	0.9355
44	Engage in systematic evaluation of programs	4.06	0.8381
45	Accountable to funding sources for programs	4.00	0.8044
30	Provide comprehensive advice about financial aid	3.97	0.8740
14	Student develop concern for welfare of community	3.96	0.8586
23	Work with different groups on community problems	3.91	1.0674
26	Provide personal counseling services	3.87	0.9987
36	New approaches to individualized instruction	3.81	0.8450
19	Provide developmental programs for learning styles	3.80	0.9006
29	Provide support services for handicapped students	3.80	0.9327
40	Ensure faculty/students choice of own life-styles	3.79	0.9930
15	Student develop understanding of moral issues	3.67	1.3725
37	New approaches to evaluate/grade student performance	3.67	1.0456
50	Include local citizens in planning programs	3.54	0.8883
10	Student develop appreciation of variety of art forms	3.47	0.8889
9	Award degree credit in non-school settings	3.37	0.9289
24	Work as an institution for needed changes	3.35	1.1941
31	Provide health services	3.09	1.1331

APPENDIX F
Institutional Goals Survey
Faculty (N=70)
Sorted by Ideal (SHOULD BE) Goal

ITEM NO	GOAL	SHOULD BE MEAN	SHOULD BE SD
49	Excel in intercollegiate athletics	3.04	1.1255
11	Provide exposure to nonwestern art and literature	3.03	0.9349

APPENDIX G
Institutional Goals Survey
Classified (N=96)
Sorted by Current (IS) Goal

ITEM NO	GOAL	GOAL IS MEAN	IS SD
1	Provide students with knowledge/academic skills	4.07	0.8044
7	Provide skills/studies for students in need	3.88	1.0783
11	Provide counseling/advising services	3.82	1.0720
12	Operate a job placement service	3.71	1.1726
13	Provide financial aid information/assistance	3.70	1.2062
3	Opportunities for life-long learning for adults	3.68	0.9713
2	Prepare students for more advanced study	3.67	0.9953
8	Provide training for new careers/job-skills	3.66	1.0470
18	Excel in intercollegiate athletics	3.55	0.9525
23	Improve efficiency of college operations	3.41	1.2178
10	Improve college's relations with community	3.41	1.1310
22	Provide evidence of college achieving stated goals	3.32	1.2299
20	Develop new methods of teaching	3.30	1.1081
9	Offer vocational/career programs	3.29	1.1836
15	Provide funding/leave time for faculty/staff	3.23	1.1698
5	Help students develop feelings of self-confidence	3.19	1.2456
4	Course credit for learning in non-school settings	3.15	0.9616
19	Develop performance evaluation system	3.05	1.2207
24	Help staff/student set/achieve personal goals	3.03	1.2671
17	Involve staff/students in cultural activities	3.00	1.1127
21	Develop new approaches for grading students	2.95	1.1318
6	Help students develop appreciation of other cultures	2.90	1.1030
25	Improve relations between faculty/staff/adm/students	2.87	1.3488
14	Operate a health service	2.77	1.2936

APPENDIX G
Institutional Goals Survey
Classified (N=96)
Sorted by Current (IS) Goal

ITEM NO	GOAL	GOAL IS MEAN	IS SD
16	Develop trust between faculty/staff/adm/students	2.76	1.3134

APPENDIX H
Institutional Goals Survey
Classified (N=96)
Sorted by Ideal (SHOULD BE) Goal

ITEM NO	GOAL	SHOULD BE MEAN	SHOULD BE SD
1	Provide students with knowledge/academic skills	4.77	0.5308
7	Provide skills/studies for students in need	4.74	0.4684
8	Provide training for new careers/job-skills	4.74	0.5140
23	Improve efficiency of college operations	4.65	0.6466
16	Develop trust between faculty/staff/adm/students	4.65	0.7319
22	Provide evidence of college achieving stated goals	4.63	0.7076
19	Develop performance evaluation system	4.62	0.6382
11	Provide counseling/advising services	4.62	0.6012
25	Improve relations between faculty/staff/adm/students	4.62	0.6513
12	Operate a job placement service	4.60	0.6337
3	Opportunities for life-long learning for adults	4.56	0.6650
2	Prepare students for more advanced study	4.55	0.6593
9	Offer vocational/career programs	4.54	0.6465
5	Help students develop feelings of self-confidence	4.53	0.7263
13	Provide financial aid information/assistance	4.51	0.6934
15	Provide funding/leave time for faculty/staff	4.49	0.7387
10	Improve college's relations with community	4.49	0.7153
20	Develop new methods of teaching	4.46	0.7282
24	Help staff/student set/achieve personal goals	4.45	0.7433
17	Involve staff/students in cultural activities	4.14	0.8563
6	Help students develop appreciation of other cultures	4.10	0.8074
14	Operate a health service	4.06	1.0400
21	Develop new approaches for grading students	4.06	0.9459
4	Course credit for learning in non-school settings	4.01	1.0181

APPENDIX H
Institutional Goals Survey
Classified (N=96)
Sorted by Ideal (SHOULD BE) Goal

ITEM NO	GOAL	SHOULD BE MEAN	SHOULD BE SD
18	Excel in intercollegiate athletics	3.95	0.9283

SHELBY STATE COMMUNITY COLLEGE
Institutional Goals Survey
Faculty and Administrators
(Confidential)

The following items are statements of possible institutional goals. Please respond to each item in two ways:

(1) How important IS the goal at the present time?
(2) How important SHOULD BE the goal at SSCC?

Please consider the institution as a whole and respond to the "SHOULD BE" items in terms of an ideal goal rather than a realistically obtainable goal.

Key: 5 of extremely high importance
4 of high importance
3 of medium importance
2 of low importance
1 of no importance

(1)	to ensure that students achieve basic competencies in communications, humanities, social sciences, mathematics, and natural sciences	is	5	4	3	2	1
		should be	5	4	3	2	1
(2)	to prepare students for more advanced study	is	5	4	3	2	1
		should be	5	4	3	2	1
(3)	to prepare students to acquire the skills and knowledge to live more effectively in society	is	5	4	3	2	1
		should be	5	4	3	2	1
(4)	to promote the desire for self-directed learning	is	5	4	3	2	1
		should be	5	4	3	2	1
(5)	to promote the ability of students to synthesize knowledge from many sources	is	5	4	3	2	1
		should be	5	4	3	2	1
(6)	to inspire in students an openness to new ideas and development of critical thinking	is	5	4	3	2	1
		should be	5	4	3	2	1
(7)	to evaluate faculty in a reasonable manner to promote teaching effectiveness	is	5	4	3	2	1
		should be	5	4	3	2	1

(8)	to provide learning opportunities to adults of all ages	is	5	4	3	2	1
		should be	5	4	3	2	1
(9)	to award degree credit for knowledge and skills acquired in non-school settings	is	5	4	3	2	1
		should be	5	4	3	2	1
(10)	to develop in students an appreciation of a variety of art forms	is	5	4	3	2	1
		should be	5	4	3	2	1
(11)	to provide exposure to nonwestern art and literature	is	5	4	3	2	1
		should be	5	4	3	2	1
(12)	to help students in setting and achieving personal goals	is	5	4	3	2	1
		should be	5	4	3	2	1
(13)	to enhance students' feelings of self-worth, self-confidence, and self-direction	is	5	4	3	2	1
		should be	5	4	3	2	1
(14)	to develop in students a concern for the welfare of the community	is	5	4	3	2	1
		should be	5	4	3	2	1
(15)	to develop in students an understanding of important moral issues and commitment to working for peace in the world	is	5	4	3	2	1
		should be	5	4	3	2	1
(16)	to offer specific occupational curricula for programs in vocational or career fields	is	1	2	3	4	5
		should be	5	4	3	2	1
(17)	to retrain students for new careers or job skills	is	5	4	3	2	1
		should be	5	4	3	2	1
(18)	to recognize, assess, and counsel students with basic skills deficiencies	is	5	4	3	2	1
		should be	5	4	3	2	1

(19)	to provide developmental programs that recognize different learning styles and rates	is	5	4	3	2	1
		should be	5	4	3	2	1
(20)	to ensure that students in developmental programs achieve appropriate levels of competency	is	5	4	3	2	1
		should be	5	4	3	2	1
(21)	to evaluate basic skills/developmental programs	is	5	4	3	2	1
		should be	5	4	3	2	1
(22)	to enhance the college's relationship with the community	is	5	4	3	2	1
		should be	5	4	3	2	1
(23)	to work with local industry, agencies, unions and other groups on community problems	is	5	4	3	2	1
		should be	5	4	3	2	1
(24)	to work as an institution for needed changes in our society	is	5	4	3	2	1
		should be	5	4	3	2	1
(25)	to provide career counseling services for students	is	5	4	3	2	1
		should be	5	4	3	2	1
(26)	to provide personal counseling services for students	is	5	4	3	2	1
		should be	5	4	3	2	1
(27)	to provide academic advising services for students	is	5	4	3	2	1
		should be	5	4	3	2	1
(28)	to operate a job-placement service for students	is	5	4	3	2	1
		should be	5	4	3	2	1
(29)	to provide support services for students with special needs i.e. (handicapped, developmental)	is	5	4	3	2	1
		should be	5	4	3	2	1

(30)	to provide comprehensive advice about financial aid	is	5	4	3	2	1
		should be	5	4	3	2	1
(31)	to provide health services that offer health maintenance, preventive medicine and referral services	is	5	4	3	2	1
		should be	5	4	3	2	1
(32)	to commit college resources to provide opportunities and activities for professional development of faculty and staff	is	5	4	3	2	1
		should be	5	4	3	2	1
(33)	to develop an appropriate evaluation system to improve performance of staff and administrators	is	5	4	3	2	1
		should be	5	4	3	2	1
(34)	to provide flexible leave and sabbatical opportunities for faculty and staff	is	5	4	3	2	1
		should be	5	4	3	2	1
(35)	to develop procedures for initiating curricular or instructional innovations	is	5	4	3	2	1
		should be	5	4	3	2	1
(36)	experimentation with new approaches to individualized instruction	is	5	4	3	2	1
		should be	5	4	3	2	1
(37)	experimentation with new approaches to evaluating and grading student performance	is	5	4	3	2	1
		should be	5	4	3	2	1
(38)	fostering a climate of mutual trust, respect, and openness among faculty, staff and administrators	is	5	4	3	2	1
		should be	5	4	3	2	1
(39)	protecting the rights of faculty to present controversial ideas in the classroom	is	5	4	3	2	1
		should be	5	4	3	2	1
(40)	ensuring faculty and students the freedom to choose their own life-styles	is	5	4	3	2	1
		should be	5	4	3	2	1

(41)	developing worthwhile educational experiences for all students who are admitted	is	5	4	3	2	1
		should be	5	4	3	2	1
(42)	to involve individuals with appropriate expertise in the process of institutional decision-making	is	5	4	3	2	1
		should be	5	4	3	2	1
(43)	to develop consensus on the campus regarding fundamental college goals	is	5	4	3	2	1
		should be	5	4	3	2	1
(44)	engaging in systematic evaluation of all college programs	is	5	4	3	2	1
		should be	5	4	3	2	1
(45)	to be accountable to funding sources for the effectiveness of college programs	is	5	4	3	2	1
		should be	5	4	3	2	1
(46)	monitoring the efficiency of college operations	is	5	4	3	2	1
		should be	5	4	3	2	1
(47)	providing evidence that the college is actually achieving its stated goals	is	5	4	3	2	1
		should be	5	4	3	2	1
(48)	to develop provisions for the significant involvement of students, faculty, administrators, and trustees in college policy-making	is	5	4	3	2	1
		should be	5	4	3	2	1
(49)	to excel in intercollegiate athletics	is	5	4	3	2	1
		should be	5	4	3	2	1
(50)	to include local citizens in planning college programs	is	5	4	3	2	1
		should be	5	4	3	2	1

OVER

Information Questions

Please mark one answer for each question below that applies to you.

1. Check the one that best describes your role.

   ( ) Faculty Member
   ( ) Administrator

2. All respondents: Indicate age category at last birthday

   ( ) 20 to 29
   ( ) 30 to 39
   ( ) 40 to 49
   ( ) 50 to 59
   ( ) 60 or over

3. Faculty: Indicate academic rank.

   ( ) Instructor
   ( ) Assistant Professor
   ( ) Associate Professor
   ( ) Professor
   ( ) Other_____

4. Faculty: Check one field of teaching.

   ( ) Biological/Physical Sciences
   ( ) Math/Computer Science
   ( ) Social Services
   ( ) Liberal Arts
   ( ) Fine Arts/Performing Arts
   ( ) Health Sciences
   ( ) Business
   ( ) Other_____

5. Faculty: Indicate primary teaching arrangement.

   ( ) full-time day
   ( ) part-time day
   ( ) full-time evening
   ( ) part-time evening
   ( ) other_____

Comments: Please include comments or other goals you consider important in the space provided below.

SHELBY STATE COMMUNITY COLLEGE
Institutional Goals Survey
Classified Staff
(Confidential)

The following items are statements of possible institutional goals. Please respond to each item in two ways:

(1) How important IS the goal at the present time?
(2) How important SHOULD BE the goal at SSCC?

Please consider the institution as a whole and respond to the "SHOULD BE" items in terms of an ideal goal.

Key: 5 of extremely high importance
4 of high importance
3 of medium importance
2 of low importance
1 of no importance

(1)	to provide students with general knowledge and basic academic skills	is	5	4	3	2	1
		should be	5	4	3	2	1
(2)	to prepare students for more advanced study	is	5	4	3	2	1
		should be	5	4	3	2	1
(3)	to provide adults of all ages with opportunities for life-long learning	is	5	4	3	2	1
		should be	5	4	3	2	1
(4)	to provide course credits for learning acquired in a nonschool setting	is	5	4	3	2	1
		should be	5	4	3	2	1
(5)	to help students develop feelings of self-confidence	is	5	4	3	2	1
		should be	5	4	3	2	1
(6)	to help students develop an appreciation of other cultures	is	5	4	3	2	1
		should be	5	4	3	2	1
(7)	to provide basic skills/remedial studies for those students who need extra help	is	5	4	3	2	1
		should be	5	4	3	2	1

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(8)	to provide training for new careers or job-skills	is	5	4	3	2	1
		should be	5	4	3	2	1
(9)	to offer vocational/career programs	is	5	4	3	2	1
		should be	5	4	3	2	1
(10)	to improve the college's relations with the community (business, industry, agencies, organizations, etc.)	is	5	4	3	2	1
		should be	5	4	3	2	1
(11)	to provide counseling and advising services for students	is	5	4	3	2	1
		should be	5	4	3	2	1
(12)	to operate a job placement service for students	is	5	4	3	2	1
		should be	5	4	3	2	1
(13)	to provide financial aid information/ assistance to students	is	5	4	3	2	1
		should be	5	4	3	2	1
(14)	to operate a health service for students	is	5	4	3	2	1
		should be	5	4	3	2	1
(15)	to provide funding and leave time for faculty/staff development	is	5	4	3	2	1
		should be	5	4	3	2	1
(16)	to develop an open atmosphere of trust between administrators, faculty, employees, and students	is	5	4	3	2	1
		should be	5	4	3	2	1
(17)	to involve employees/staff/students in intellectual and cultural activities	is	5	4	3	2	1
		should be	5	4	3	2	1
(18)	to excel in intercollegiate athletics	is	5	4	3	2	1
		should be	5	4	3	2	1

(19) to develop a fair performance evaluation system for all faculty/administrators/staff	is	5	4	3	2	1
	should be	5	4	3	2	1
(20) to develop new methods of teaching	is	5	4	3	2	1
	should be	5	4	3	2	1
(21) to develop new approaches for grading students	is	5	4	3	2	1
	should be	5	4	3	2	1
(22) to provide evidence that the college is actually achieving its stated goals	is	5	4	3	2	1
	should be	5	4	3	2	1
(23) to improve the efficiency of college operations	is	5	4	3	2	1
	should be	5	4	3	2	1
(24) to help students/faculty/staff in setting and achieving personal goals	is	5	4	3	2	1
	should be	5	4	3	2	1
(25) to improve communication and interpersonal relations between students, employees, faculty and administrators	is	5	4	3	2	1
	should be	5	4	3	2	1

Information Questions

Your Job Category:

( ) Secretarial/Clerical
( ) Operations/Maintenance
( ) Security
( ) Other_____

Your Age Category:

( ) 20 to 29
( ) 30 to 39
( ) 40 to 49
( ) 50 to 59
( ) 60 or over

Comments: Please include other goals/suggestions you consider important in the space provided below or use the reverse side of this page if needed.

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